

Cledford Primary School

George VI Avenue, Middlewich, Cheshire, CW10 0DD

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements have not yet had enough time to raise pupils' achievement to a consistently good level.
- Although it is improving strongly, the quality of teaching has not been typically good for a sustained period.
- Pupils sometimes do not have enough time to think about what they have learned in lessons before they move on to the next topic.
- Teachers do not always ask questions which effectively check pupils' understanding, or which give pupils time to think before they answer.
- Pupils do not always have the chance to act on the advice that teachers' marking gives them on how to improve their work.
- Pupils who are known to be eligible for the pupil premium achieve less highly than other pupils in the school.

The school has the following strengths

- The new headteacher and the recently strengthened senior leadership team have made a strong and positive impact on the school.
- Pupils are now making more rapid progress in English and mathematics than in the past.
- The quality of teaching has improved. A lot of teaching is now good or better.
- School leaders have taken effective action to improve the attendance of pupils. This has risen rapidly since last year, and is now at national average levels.
- School leaders regularly check the progress that pupils are making. If pupils fall behind, extra help is quickly given to help them to catch up.
- Pupils' behaviour around the school is good. Pupils enjoy coming to school, feel safe, and work well in lessons.

Information about this inspection

- Inspectors observed 21 part-lessons, including three which were joint observations carried out with senior leaders. They also carried out a number of shorter visits to observe pupils at work. They attended an assembly, listened to children read, and looked at pupils' work.
- Meetings were held with staff, including with school leaders and other teachers with positions of responsibility. Inspectors also met two groups of pupils, a group of governors and a representative from the local authority.
- Inspectors met some parents informally at the start of the school day, and took into account 52 responses to the online questionnaire (Parent View), as well as responses to a larger school survey of parents. Inspectors also considered the 17 staff questionnaires they received.
- Inspectors looked at documents including the school's plan for improvement, records of the quality of teaching, school information on pupils' progress and nationally published results. They also looked at school records of pupils' behaviour and attendance, and at how well the school keeps its pupils safe.

Inspection team

Mike Phipps, Lead inspector	Additional Inspector
Sheila O'Keeffe	Additional Inspector
Maureen Hints	Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- Most pupils are from White British backgrounds. The largest minority ethnic groups are pupils from Gypsy Roma heritage or Traveller families of Irish heritage.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals, and pupils from service families is in line with national figures.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher was appointed in May 2012.

What does the school need to do to improve further?

- Make sure that the quality of teaching is consistently good or better by:
 - asking questions that effectively check pupils' understanding
 - giving pupils more time to think about what they have learned before they move on
 - giving pupils the chance to act on the points raised in teachers' marking of their work.
- Speed up the rate of progress made by pupils who are known to be eligible for the pupil premium by:
 - providing extra help in lessons, especially to improve pupils' literacy skills
 - regularly checking that this extra help is successfully closing the gap between the achievement of these pupils and all others in the school.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because recent improvements made by school leaders have not had enough time to make an impact on pupils' attainment or the results of national assessments.
- In 2011 and 2012, pupils made less progress in Key Stage 2 in English and in mathematics than would be expected. This is because in the past, the quality of teaching was not always effective and teachers did not expect enough of pupils.
- Disabled pupils and those who have special educational needs made slightly less progress than other pupils in 2012. School leaders now check more closely the progress made by these pupils, and have improved the extra help for them. School data show they are now making progress at the same rate as other pupils.
- Pupils who are known to be eligible for the pupil premium, including those known to be eligible for free school meals, made slower progress than other pupils in the school in 2012. Their attainment remains slightly below that of similar pupils nationally, and the gap is not yet consistently closing. The new headteacher is now spending pupil premium funding wisely on supporting the reading skills of those eligible pupils. Early evidence shows the focus on reading skills is speeding up their progress. However, these pupils do not get extra help in lessons to help them catch up with other pupils.
- Pupils learn to write well and practise their writing in a range of subjects. Pupils' standards in writing by the end of Key Stage 2 in 2012 were slightly below national levels. Pupils are now making more rapid progress in writing.
- Children start school with skills and knowledge below those expected for their age. They make good progress in the Early Years Foundation Stage, so by the time they go into Key Stage 1 they reach the level expected for their age.
- Pupils' standards by the end of Key Stage 1 are rising. In 2012, standards in reading, writing and mathematics in Key Stage 1 were at national average levels, and more-able pupils achieved particularly well in reading.
- Evidence from lessons and pupils' work show that pupils are now making more rapid progress in English and mathematics than previously. This is because of recent improvements in teaching.
- Pupils learn to read successfully. They are taught phonics (the sounds that letters make) effectively, and most can read well by the end of Year 2. All pupils read in class every morning, and pupils are encouraged to read regularly at home. As a result, by Year 6, pupils are confident readers who talk with enthusiasm about their favourite books and authors.
- Pupils from Gypsy Roma or Traveller heritage make good progress and achieve more highly than similar pupils nationally.
- School data indicates that pupils' attainment by the end of Key Stage 2 is predicted to be higher in 2013 than it was in 2012, and this was supported by evidence seen by inspectors in lessons and in pupils' books.

The quality of teaching

requires improvement

- Although it is improving strongly, and most of the teaching seen by inspectors was good or better, the quality of teaching requires improvement because it has not been typically good over a sustained period of time.
- Pupils do not always have enough time to think about what they have learned before they move on to the next part of their lesson. In a Year 1 literacy lesson, for example, the pace of learning was too fast, and pupils did not have time to reflect on what they had just learned to make sure they fully understood before the teacher moved on to the next part of the story.
- Teachers do not always ask questions which effectively check pupils' understanding. For example in a mathematics lesson on percentages, Year 5 pupils were not given time to think

about the answers to teachers' questions before one pupil was chosen to respond. This meant that pupils' progress was not as good as it could have been.

- Teachers' marking is detailed, and gives pupils clear direction on how to improve their work. However, pupils do not always have the chance to act on this advice. This means that teachers sometimes give the same suggestions for improvement more than once.
- In the best lessons, teachers plan tasks at just the right level for pupils. For example in an outstanding mathematics lesson, Year 1 pupils were highly motivated by interesting and enjoyable measuring activities. These were carefully matched to pupils' different abilities, with additional challenges for pupils who finished early, so all pupils made outstanding progress.
- Disabled pupils and those who have special educational needs are now well supported following a review of this area carried out by the new headteacher. Inspectors saw several small groups of pupils getting very effective individual help in reading from highly trained teachers and support staff.

The behaviour and safety of pupils are good

- Pupils are happy and work well in lessons. They enjoy learning by finding out for themselves. They like answering questions and offering opinions.
- Pupils' behaviour around school is good. They move around the site sensibly. Playtimes and lunchtimes are orderly, and the school is calm.
- Pupils' behaviour is well managed. Pupils understand what is expected of them in the school's 'Golden Rules'. The school's system of consequences is rarely needed.
- Pupils from different backgrounds get on well together and share well. Younger pupils are friendly and confident talking to adults.
- Pupils told inspectors they feel safe in school. They are taught to keep themselves safe, and understand the dangers of the internet. Lessons are rarely interrupted by poor behaviour. Exclusions are very rare.
- Pupils say that bullying is also very rare, and school records confirm this. Pupils understand different types of bullying, and say the school would take effective action if they reported it.
- Parents are confident that their children are well looked after and have very few concerns about behaviour in school.
- School leaders have taken effective action to improve pupils' attendance. Parents and pupils are often reminded of the importance of good attendance and rewards are given to pupils who attend regularly. As a result, attendance has risen sharply in the last year and is now at the national average.
- Pupils' behaviour and safety is not outstanding because some pupils occasionally lose concentration in lessons when their attention wanders.

The leadership and management are good

- The new headteacher and leadership team have made a strong impact on the school in a short time. They have a clear idea of how to improve the school, and have taken quick and effective action to do so.
- School leaders insightfully know the school's strengths and weaknesses. This accurate self-evaluation leads to the school's plans for improvement, which concentrate on the right areas.
- The quality of teaching is checked regularly by school leaders. Systems to set teachers targets for improvement are of high quality, and link well to teachers' salary progression and to their training. As a result, the quality of teaching has improved rapidly.
- School leaders regularly check pupils' progress. Teachers are held accountable for the performance of pupils in meetings held at six week intervals with senior leaders to discuss individual pupils. If pupils fall behind, extra help is quickly given. The effectiveness of this help is carefully measured. Now leaders' attention has recently turned to looking in much more detail at

the progress of pupils eligible for the pupil premium. They are starting to take steps to accelerate this, so these pupils achieve as well as others, hence the targeted support now being given for reading. Currently, the checking systems to make sure that the extra support is working do not fully evaluate the impact on this group of pupils.

- School leaders are committed to equality of opportunity, and they make sure that discrimination is not tolerated.
- The school provides pupils with a good range of subjects, events and experiences. Pupils enjoy working with visiting artists and poets. Pupils use their literacy and numeracy skills well in a range of subjects. They enjoy clubs and activities at lunchtime and after school, including football, cricket, art, dance, gymnastics, cheerleading and a choir.
- The school promotes pupils' spiritual, moral, social and cultural development well. The school celebrates a range of cultures by, for example, inviting a Gypsy Roma story teller to work with all pupils. There are good links with a local church and with a school in France. Pupils take positions of responsibility in school, such as membership of the school council and becoming prefects, which helps build their confidence.
- The school benefitted from good support in the past from the local authority. Since the appointment of the new headteacher, the local authority has reduced this level of support. The school's record of substantial recent improvement clearly shows its leaders now have the capacity to improve further.
- The school's arrangements to keep its pupils safe meet all requirements.
- **The governance of the school:**
 - Governors are ambitious to improve the school. They know what is happening in school, and understand the quality of teaching through governors' joint lesson observations with school leaders. They have a good knowledge of the management of teachers' performance and its links to salary progression. They oversee the budget well, and know how extra funds from the pupil premium are spent, and the impact this is having on pupils' attainment. They evaluate the work of the school, and help decide priorities for improvement. Governors have an increasing capacity to hold school leaders to account. They are well informed about the school's performance in relation to other schools nationally, and know the school needs to accelerate pupils' progress by sustained better quality teaching. They are keen to improve their skills, and several governors have undergone further training in analysing information on pupils' results.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135567
Local authority	Cheshire East
Inspection number	402720

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Andrew Littler
Headteacher	Jane Booth
Date of previous school inspection	8 March 2010
Telephone number	01606 288240
Fax number	01606 832425
Email address	admin@cledford.cheshire.sch.uk

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